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ABSTRACT

Chapters of this annual collection explore current and new trends in the field of faculty development. Chapters in the first section, "Faculty Development and Its Role in Institutional and National Crisis," are: (1) "September 11, 2001, as a Teachable Moment" (Edward Zlotkowski); (2) "The Day After: Faculty Behavior in Post-September 11, 2001, Classes" (Michele DiPietro); and (3) "Internationalizing American Higher Education: A Call to Thought and Action" (Deborah DeZure). Section 2, "Faculty Focus in Faculty Development," contains: (4) "The Knowledge Survey: A Tool for All reasons" (Edward Nuhfer and Delores Knipp); (5) "Establishing a Teaching Academy: Cultivation of Teaching at a Research University Campus" (Patricia Kalivoda, Josef Broder, and William K. Jackson); (6) "Using Cooperative Games for Faculty Development" (Barbara J. Millis); (7) "Proven Faculty Development Tools That Foster the Scholarship of Teaching in Faculty Learning Communities" (Milton D. Cox); (8) "Assessing and Reinvigorating a Teaching Assistant Support Program: The Intersections of Institutional, Regional, and National Needs for Preparing Future Faculty" (Kathleen S. Smith); (9) "Transforming Instructional Development: Online Workshops for Faculty" (Laurie Bellows and Joseph R. Danos). Section 3, "Student-Centered Faculty Development," contains: (10) "Accommodating Students with Disabilities: Professional Development Needs of Faculty" (Sheryl Burgstahler); (11) "Integrity in Learner-Centered Teaching" (Douglas Robertson); (12) "Something More: Moments of Meeting and the Teacher-Learner Relationship" (Richard G. Tiberius, John Teshima, and Alan R. Kindler); (13) "Undergraduate Students as Collaborators in Building Student Learning Communities" (Candyce Reynolds); and (14) "Improving Teaching and Learning: Students' Perspectives" (X. Mara Chen, Ellen M. Lawler, and Elichia A. Venso). The final section, "Philosophical Issues in Faculty Development," contains: (15) "The Essential Role of Faculty Development in New Higher Education Models" (Devorah A. Lieberman and Alan E. Guskin); (16) "Are They Really Teachers: Problem-Based Learning and Information Professionals" (Michael Anderson and Virginia Baldwin); (17) "Embracing a Philosophy of Lifelong Learning in Higher Education: Starting with Faculty Beliefs about Their Role as Educators" (Carolin Kreber); and (18) "A Matrix

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for Reconsidering, Reassessing, and Shaping E-Learning Pedagogy and Curriculum" (Laura Bush, Barry Maid, and Duane Roen). (Contains 6 tables, 20 figures, and 379 references.) (SLD)

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